

Welcome to Today's Supportive School Discipline Webinar Series Event!

School Discipline Laws and Regulations



This event will start at 3:30 p.m. E.T.



Office of Juvenile Justice and Delinquency Prevention
State Training and Technical Assistance Center

Dedicated to helping States and communities improve outcomes for youth.



Safe Supportive Learning
Engagement | Safety | Environment

Welcome to Today's Supportive School Discipline Webinar Series Event!

School Discipline Laws and Regulations



Joyce Burrell, Project Director, STTAC

SSD Webinar Series

- Increase understanding of exclusionary school discipline & its consequences
- Provide positive alternatives to help ensure student success
- Promote fair & equitable administration of school discipline

SSD Webinar Series

**What's
scheduled
next?**

Webinar Topic	Description	Date
Education in Juvenile Justice Settings	Research shows that students who are suspended and expelled are at a higher risk of entering the juvenile justice system. When youth are in the system, it is critical they receive a high quality education. This Webinar will highlight what is needed to ensure a high quality education and examples of facilities that are doing this well.	July

All SSD Webinar events are archived. To view today's presentation and previous presentations, go to:
<http://safesupportivelearning.ed.gov/supportive-school-discipline-webinar-series>.

Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

Event Feedback

At the end of the presentation, a series of event feedback questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact
OJJDP's State Training and Technical Assistance Center
at sttac@air.org.

Polling Question #1

Which of the following best describes your role?

- ☐ State agency administrator
- ☐ School/district administrator
- ☐ School/student support staff
- ☐ Teacher
- ☐ School resource officer
- ☐ Probation/parole officer
- ☐ Law enforcement personnel
- ☐ Judge or court administrator
- ☐ Family member
- ☐ Youth
- ☐ Community stakeholders
- ☐ Other

Polling Question #2

What are you MOST interested in learning from this Webinar?

- Know what the compendium is and how to use it
- Latest trends in policy related to school discipline
- Examples of communities implementing supportive school discipline policies
- How to implement policies at the local level

Agenda

1	Overview of School Discipline Guidance Package Greta Colombi (American Institutes for Research)
2	Compendium of School Discipline Laws and Regulations Victoria Stuart-Cassel (EMT Associates) and Kristen Darling-Churchill (Child Trends)
3	Laws, Regulations, and Policies Pertaining to School Discipline Mike Thompson (Council of State Governments)
4	Implementing Discipline Policies at a Local Level Elona Street-Stewart (former school board member of St. Paul Public School Board)

Today's Guests



Victoria Stuart-Cassel
NCSSLE,
EMT Associates



Mike Thompson
Council of State
Governments



Kristen Darling-Churchill
NCSSLE,
Child Trends



Elona Street-Stewart
Recently retired, St.
Paul Public Schools
School Board of
Education

Overview of School Discipline Guidance Package and Compendium of School Laws and Regulations

School Discipline Guidance Package

www.ed.gov/school-discipline

- Dear Colleague Letter
- Guiding Principles: A Resource Guide on Improving School Climate and Discipline
- Directory of Federal School Climate and Discipline Resources
- Compendium of School Discipline Laws and Regulations
- Overview of SSDI

Other related resources: webinars, federal data, FAQs, postcard, monthly e-Digest

Compendium of School Laws and Regulations and Overall Trends



Victoria Stuart-Cassel, NCSSLE, EMT Associates



Kristen Darling Churchill, NCSSLE, Child Trends

Polling Question #3

- How would you characterize your current disciplinary climate?
 - Largely supportive, with an emphasis on re-teaching behavioral expectations and modifying student behavior
 - Largely punitive, with an emphasis on exclusionary discipline (e.g., removing problem students through suspension or expulsion)
 - Ranges from supportive to punitive, depending on the infraction
 - Ranges from supportive to punitive, depending on the specific school/district

Polling Question #4

- Is your school disciplinary climate influenced primarily by:
 - State laws and regulations
 - Local policies and regulations
 - A mix of both state laws and local policies and regulations



**Appendix 2: Compendium of
School Discipline Laws and Regulations
for the 50 States, Washington, D.C., and Puerto Rico**

What is the Compendium of School Discipline Laws and Regulations?

“This Compendium is designed to help State and local policymakers as well as school-level personnel better understand the current legal and policy provisions surrounding school discipline practices in our country. It provides information on school discipline laws and administrative regulations for each of the 50 states, Washington, D.C., and Puerto Rico effective as of May 2013”

Compendium of School Discipline Laws and Regulations

How to Use This Compendium

The Compendium of State School Discipline Laws and Administrative Regulations is available as a searchable database and may be accessed at: <http://safesupportivelearning.ed.gov/School-Discipline-Compendium>.

Using the online tool, readers can access information in the Compendium in two formats: (1) school discipline laws and regulations compiled by **category and specific subcategory** across one or more States (**Discipline Category Profile**); and (2) school discipline laws and regulations compiled by **State** (**State Discipline Profile**).

- **Discipline Category Profiles:** The **Discipline Category Profile** option allows readers to select a *particular category or subcategory of discipline policy* and learn about the treatment of this school discipline topic across one or more jurisdictions. A full list of the identified categories and specific subcategories, along with definitions of the type of information each captures, follows this introductory section beginning on page 4 (**List of Categories and Definitions of School Discipline Laws & Regulations**). A sample **Discipline Category Profile** demonstrating the format and general content for one subcategory of policy, for selected states, follows this introductory section on page 8.
- **State Discipline Profiles:** The **State Discipline Profile** option provides readers the opportunity to select a *single State or jurisdiction* and learn about that jurisdiction's school discipline policy coverage and content. For example, a reader could pull up a single State profile and find out which specific categories of school discipline policy are covered by law and regulation in that state or jurisdiction. This option then allows the reader to review all state laws and regulations related to school discipline as well as to access state-sponsored websites related to this issue. A sample **State Discipline Profile** demonstrating the format and general content of the profile follows this introductory section on page 12.

<http://safesupportivelearning.ed.gov/school-discipline-compendium>

Discussion with Victoria Stuart-Cassel and Kristen Darling-Churchill



Questions?

A screenshot of a Q&A Pod interface. The title bar says "Q & A". The main text area contains the question: "Rachel Goins: How do supportive discipline practices lead to safer schools?". There is a text input field at the bottom with a speech bubble icon to its right.

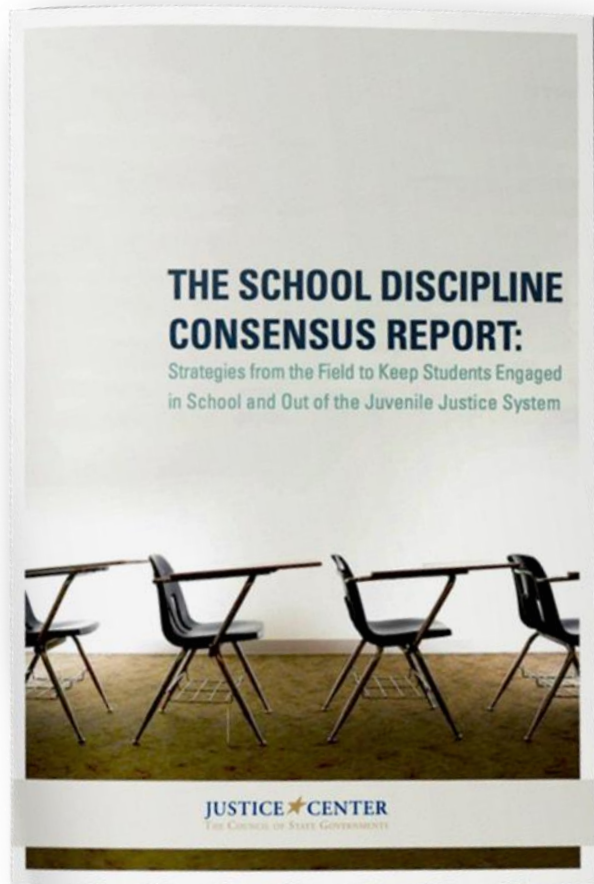
If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

School Laws, Regulations, and Policies Pertaining to School Discipline



Mike Thompson, Council of State Governments

School Discipline Consensus Report

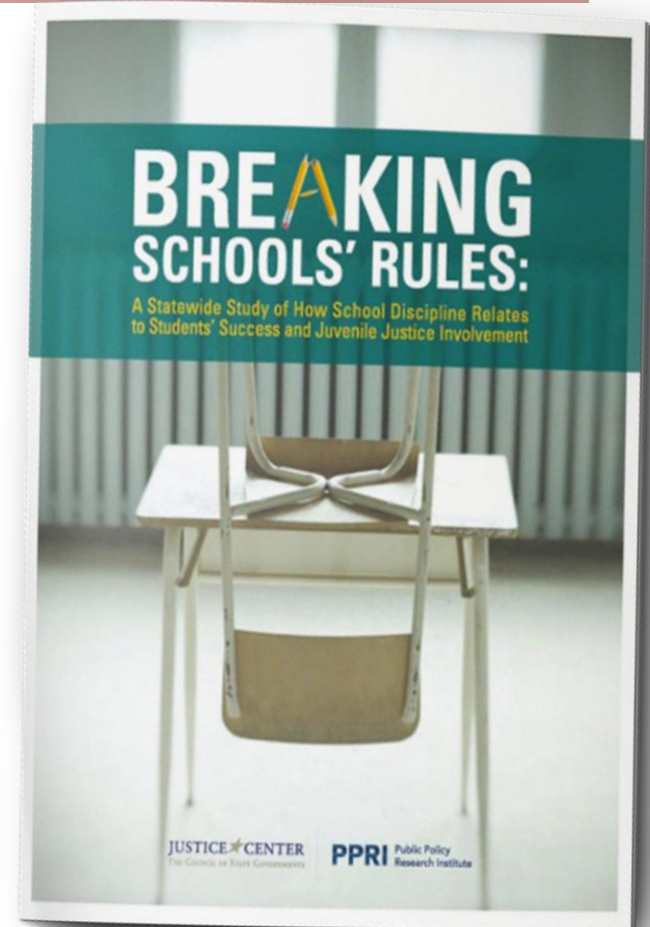


- Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System
- **Michael Thompson**, Director
- Council of State Governments Justice Center
- June 11, 2014
- Supportive School Discipline Initiative

Groundbreaking Texas Study Pushed States to Scrutinize Approaches to School Discipline

Nearly **60%** of all middle and high school students experienced suspension

And **15%** of all students were disciplined 11 or more separate times



Conditions for Learning

By creating welcoming, supportive, and secure learning environments, schools can reduce the likelihood that students will misbehave and improve educators' ability to manage student behavior.

Conditions for Learning

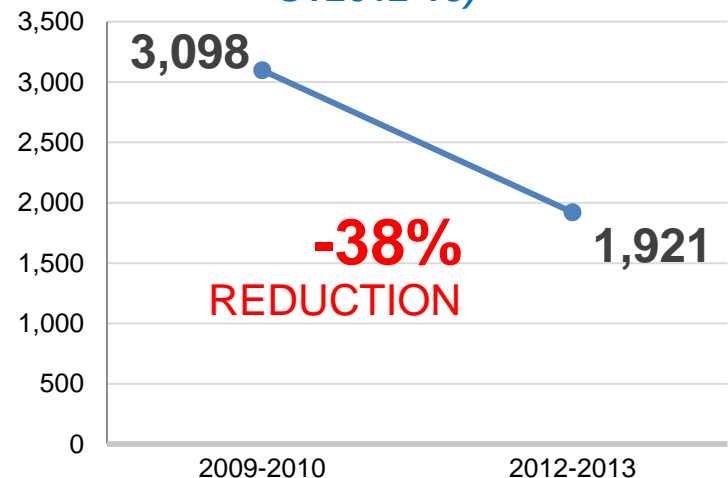
Recommendations (Examples):

- Codes of conduct should emphasize expectations for students; make clear suspension is a last resort
- Graduated restorative responses should be in place
- Educators should be provided skills to improve classroom engagement

Reform in Action:

In 2009, the San Francisco Unified School District adopted policies to train staff on restorative practices.

San Francisco Unified School District Student Suspensions (SY2009-10 to SY2012-13)



Targeted Behavioral Interventions

Some students who are repeatedly involved in their schools' discipline systems may require additional supports and interventions including those that address unmet behavioral health, academic, or other needs.

Targeted Behavioral Interventions

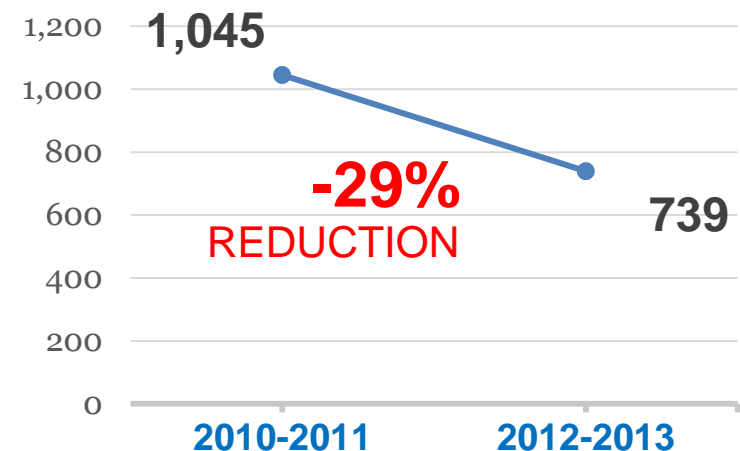
Recommendations (Examples):

- Districts, schools, and educators should collect data that identifies and supports students who need targeted behavioral interventions
- Student support teams and community partnerships should be at every school to oversee behavioral challenges
- Students removed from school for disciplinary reasons should be placed in quality alternative educational settings

Reform in Action:

Austin Independent School District
EWS used with student-support
teams

*Austin Independent School District,
Citations Issued (2011-2013)*

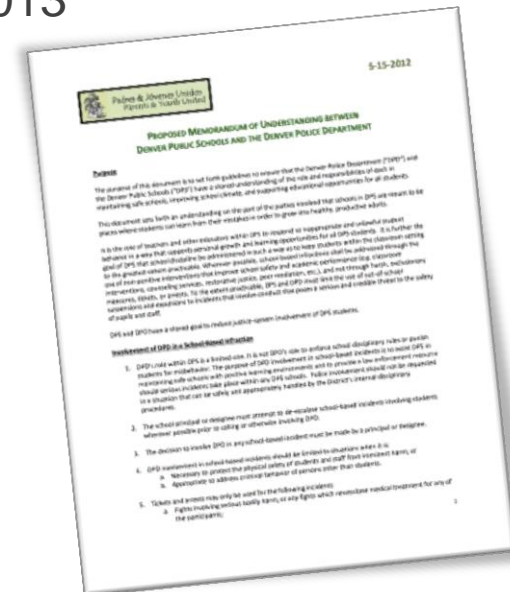


School-Police Partnerships

Working collaboratively, schools and local law enforcement can ensure schools are safe and that students are not arrested for minor misconduct.

- School-based officers should be properly selected, trained, supervised, and evaluated; off-campus officers should be trained on alternatives to arrest
- Police should not engage in routine classroom management and should rely on the school's disciplinary system to address minor offenses
- School systems and law enforcement agencies should create detailed memorandums of understanding

Denver Public Schools and
Denver Police Department signed
a memorandum of understanding
in 2013



Courts and Juvenile Justice

Recognizing the negative long-term consequences of involvement in the juvenile justice system, every effort should be made to keep students in school and out of court, particularly through diversion of students who commit minor school-based offenses.

Courts and Juvenile Justice

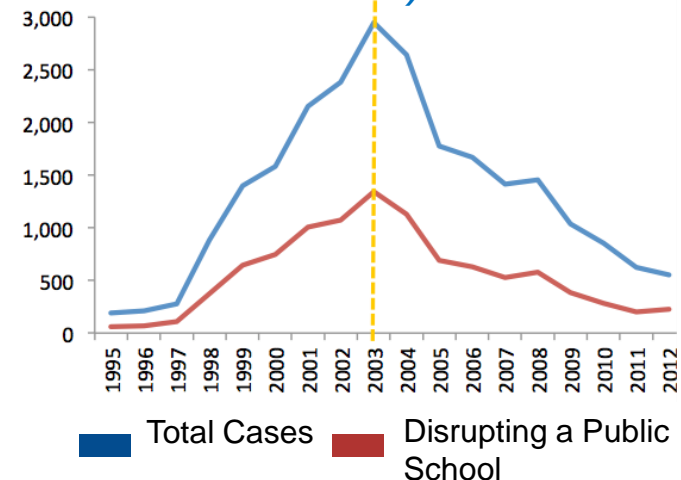
Recommendations (Examples):

- School districts and local juvenile justice systems should share a common understanding of how many students schools refer each year to the juvenile justice system and for what offenses
- Determine how, and under what circumstances, information regarding a student's risk of re-offending and his/her education record should be shared to improve diversion opportunities
- Youth in juvenile corrections should receive educational opportunities that meet the same standards of community schools

Reform in Action:

The Clayton County, GA, Juvenile Justice Collaborative establishes clear protocols for referring discipline cases to court in 2003

*School-Related Offenses,
Clayton County, GA (1995-
2012)*



School Districts and States Taking Action



Over a **dozen** big city school districts have recently overhauled their school codes of conduct.



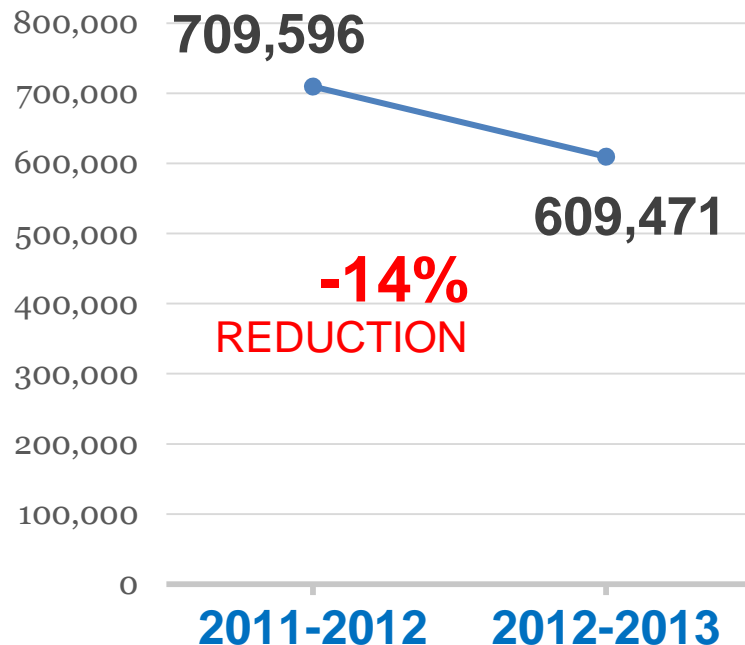
At least **8 states** in 2012/2013 passed legislation to improve school discipline



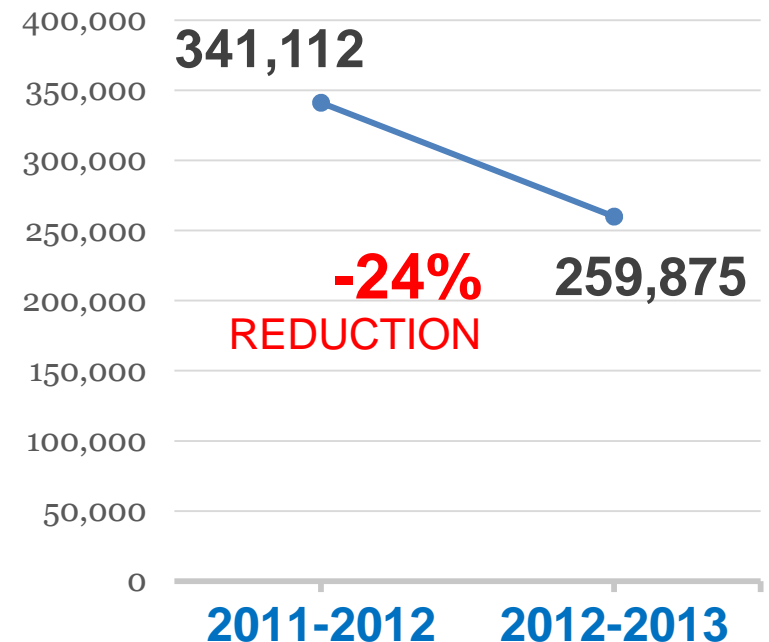
As of October 2013, **13 states** have statutes directing schools to improve school climate

School Districts and State Systems Are Seeing Results

*California Public Schools
Student Suspensions
(SY 2011-12 to SY 2012-13)*



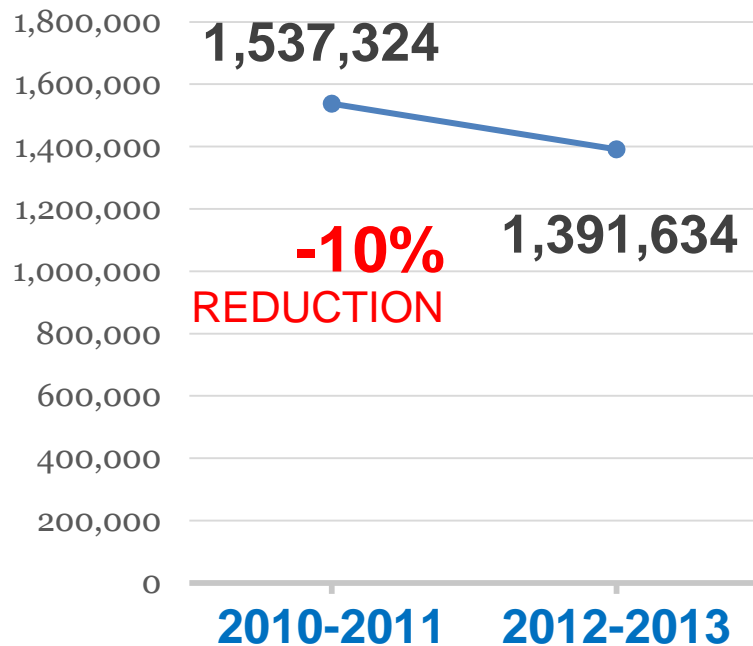
*California Public Schools
Student Suspensions for "Defiance"
(SY 2011-12 to SY 2012-13)*



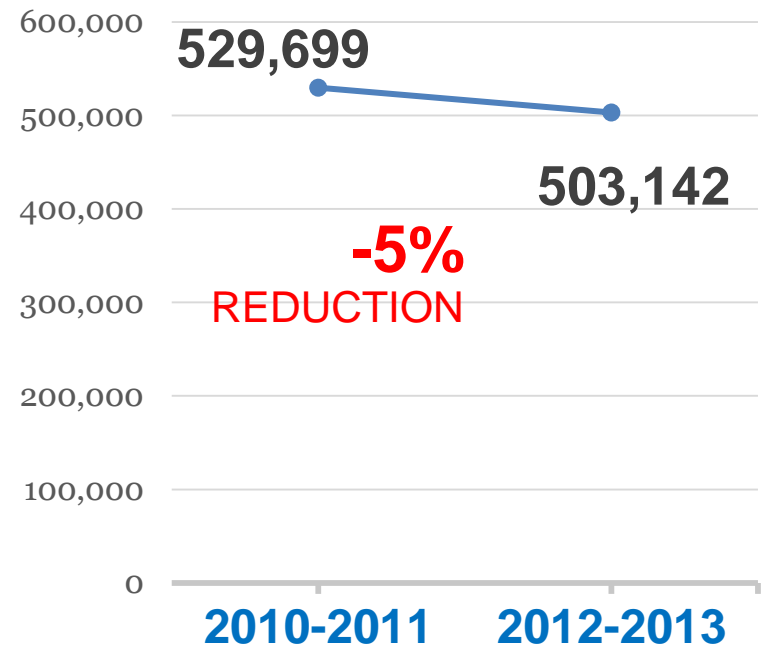
*California Department of Education Press Release: State Schools Chief Tom Torlakson Reports California Sees Significant Drops in Student Suspensions and Expulsions. Suspension data includes both in-school suspensions and out-of-school suspensions.

School Districts and State Systems Are Seeing Results

*Texas Public Schools
In-School Student Suspensions
(SY 2010-11 to SY 2012-13)*



*Texas Public Schools
Out-of-School Student Suspensions
(SY 2010-11 to SY 2012-13)*



Polling Question #5

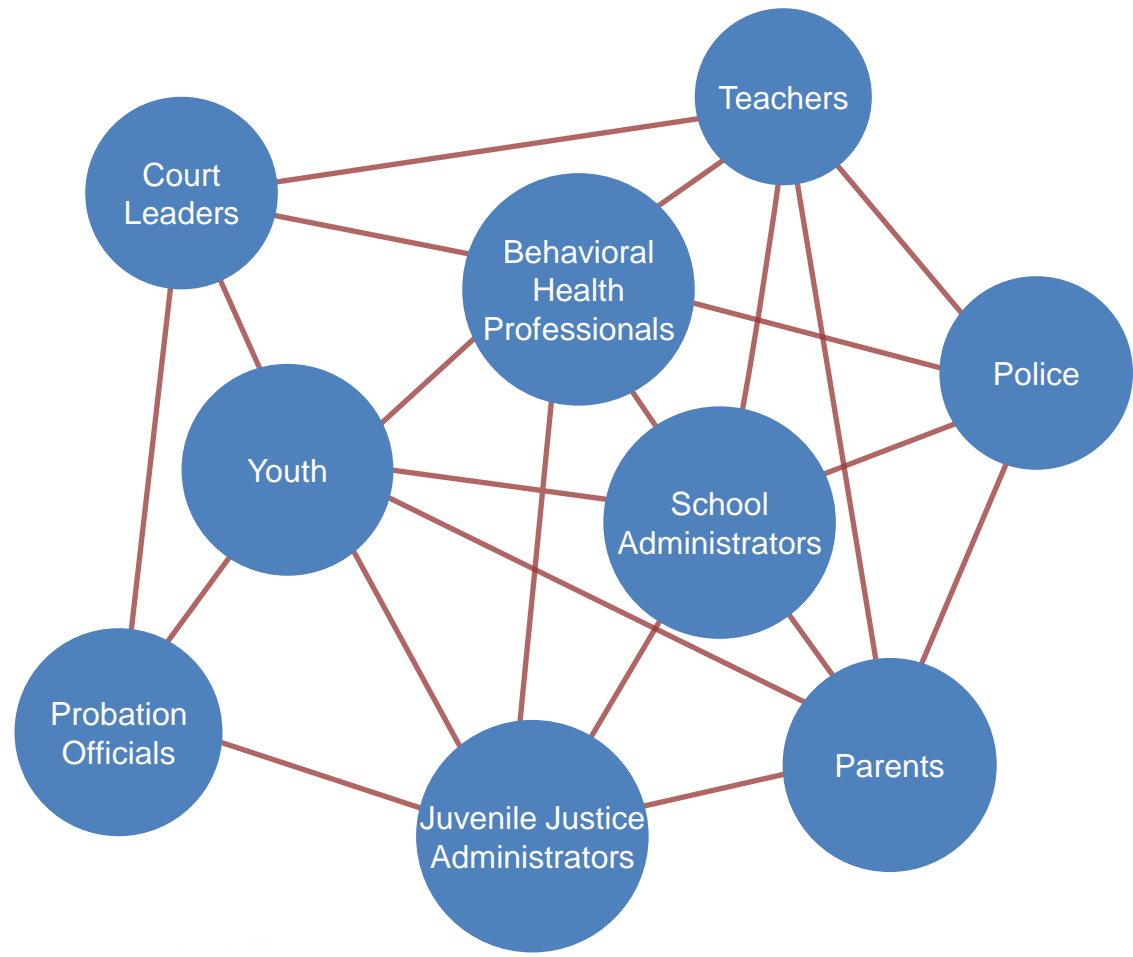
- Do you have a working group established in your jurisdiction or state established to reduce the use of suspensions and expulsions?
 - Yes
 - No
 - Currently trying to establish a working group

Polling Question #6

- If you have a working group, what is the primary focus?
 - Revise code of conduct
 - Implement restorative practices, and/or other strategies to improve school climate
 - Develop school-police agreements
 - Address discipline disparities
 - Create school-justice partnerships
 - All of the above

Get People Together

Assemble key stakeholders committed to addressing school discipline and disparities, and identify the greatest needs within the jurisdiction



Polling Question #7

- In your jurisdiction/state, are you able to quantify the number of suspensions and expulsions by type of offense and disaggregated by gender, race/ethnicity, and students with disabilities?
 - At the campus level
 - At the district level
 - At the state level
 - All of the above
 - None of the above

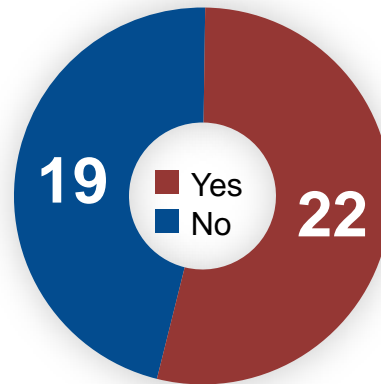
Polling Question #8

- In your jurisdiction/state, are you able to quantify the number of school-based referrals to the JJ system, disaggregated by gender, race/ethnicity, and students with disabilities?
 - At the campus level
 - At the district level
 - At the state level
 - All of the above
 - None of the above

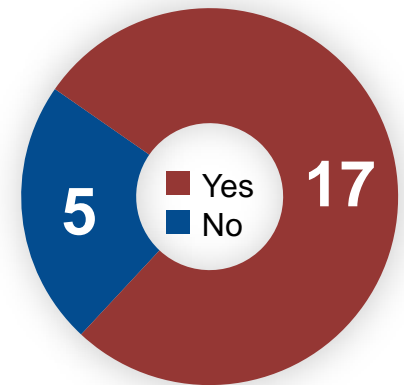
Examine Data



How many **states** publically report some school discipline data on their SEA website?



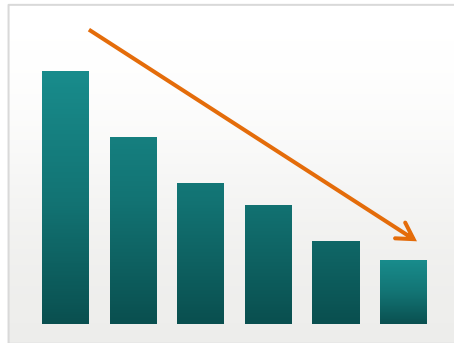
Of the **41 states**, how many states provide information on the number of students suspended annually on their SEA website?



Of the **22 states**, how many states provide information on the number of students suspended and expelled annually, disaggregated by race on their SEA website?

Define and Measure Success

Suspensions

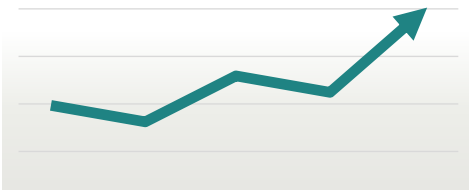


Do students feel **safer** in school?

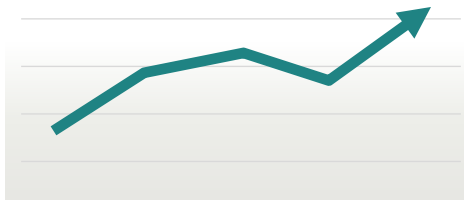
Do students feel **welcome** in school?

Do students feel more **supported** and **positioned to succeed**?

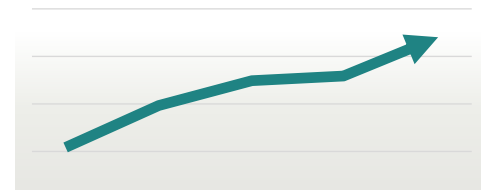
Attendance



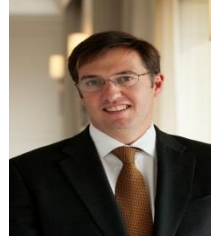
Academic Achievement



School Safety



Discussion with Mike Thompson



Questions?



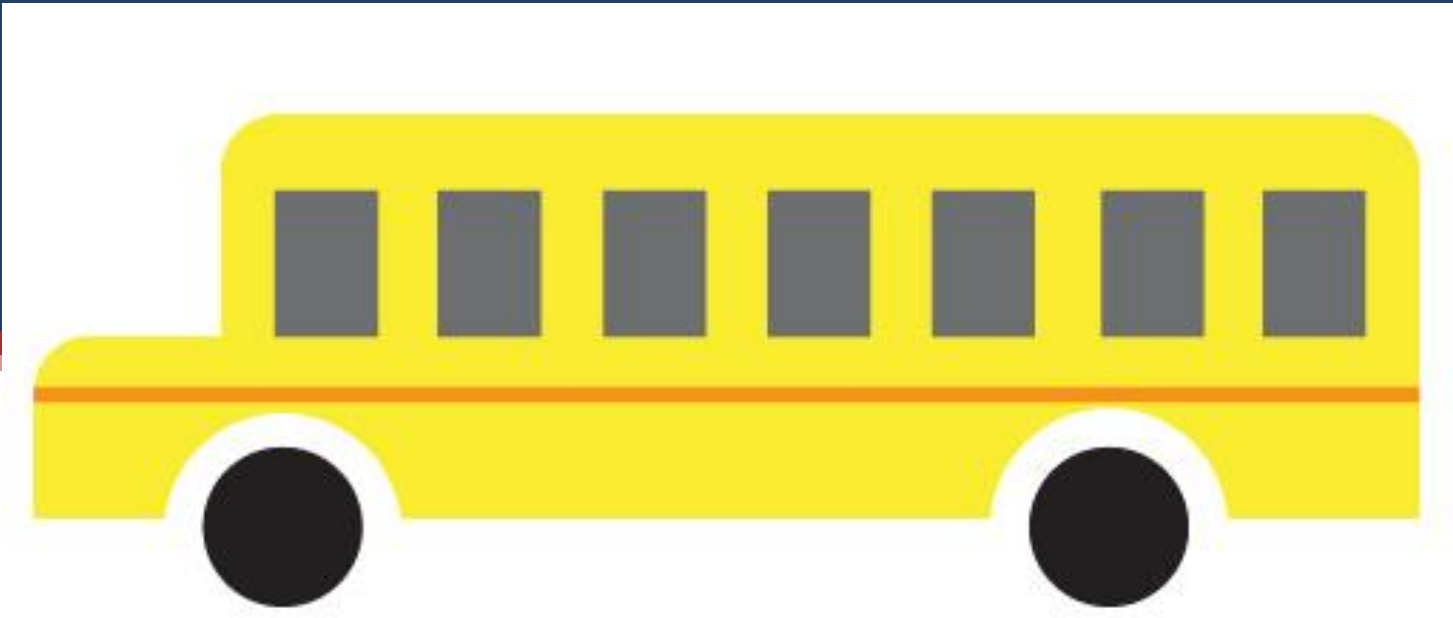
If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

Implementing Discipline Policies at a Local Level



Elona Street-Stewart, former School Board Director for St. Paul Public Schools

Positive School Bus Behavior Program



If student is unsafe on bus:

- Driver completes Incident Report Form
- Principal determines consequence
- Student may miss school
- Student returns to bus
- Driver receives no information on outcome

Bus referrals and suspensions:

- Subjective
- Varies from driver to driver
- Varies from school to school
- Result in poor student attendance
- Racially predictable

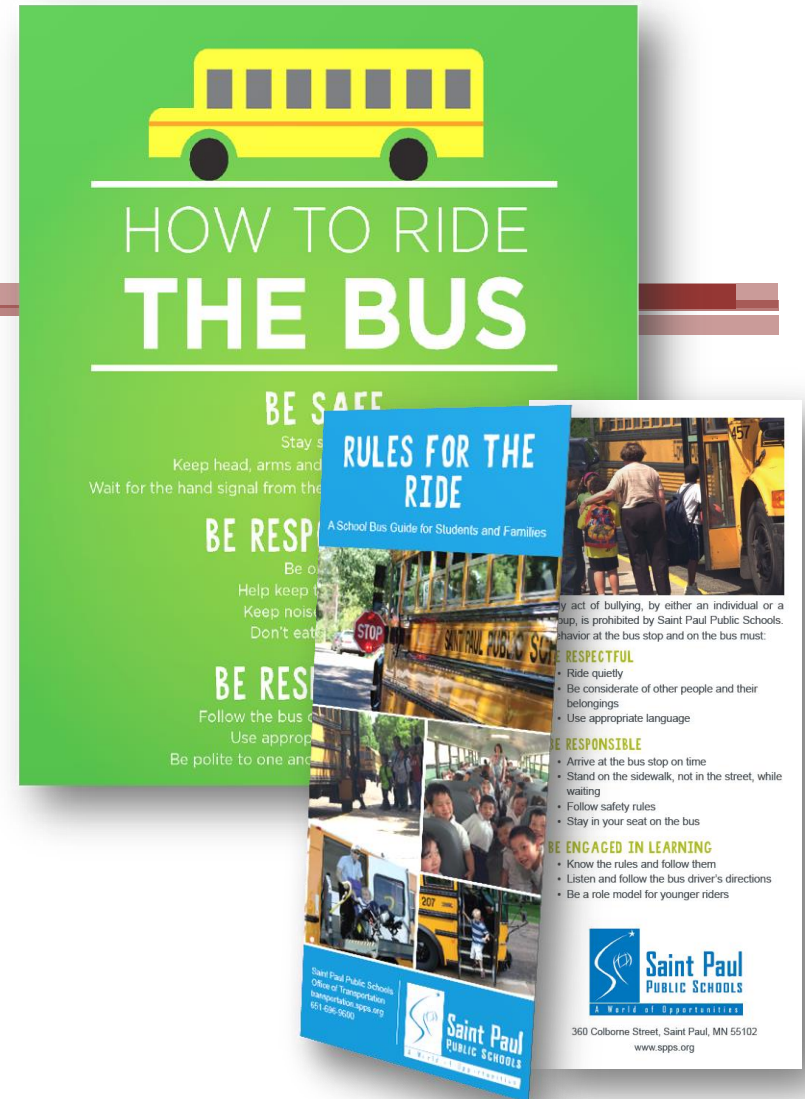
Need for Change

- Improve student attendance
- Create equitable practices
- Improve employee morale
- Align practices, reporting systems
- Collaborative and inclusive
 - Office of Family Engagement
 - Office of Teaching, Learning and Leading
 - Office of Racial Equity
 - Technology Services Department
 - Office of Strategic Planning and Policy

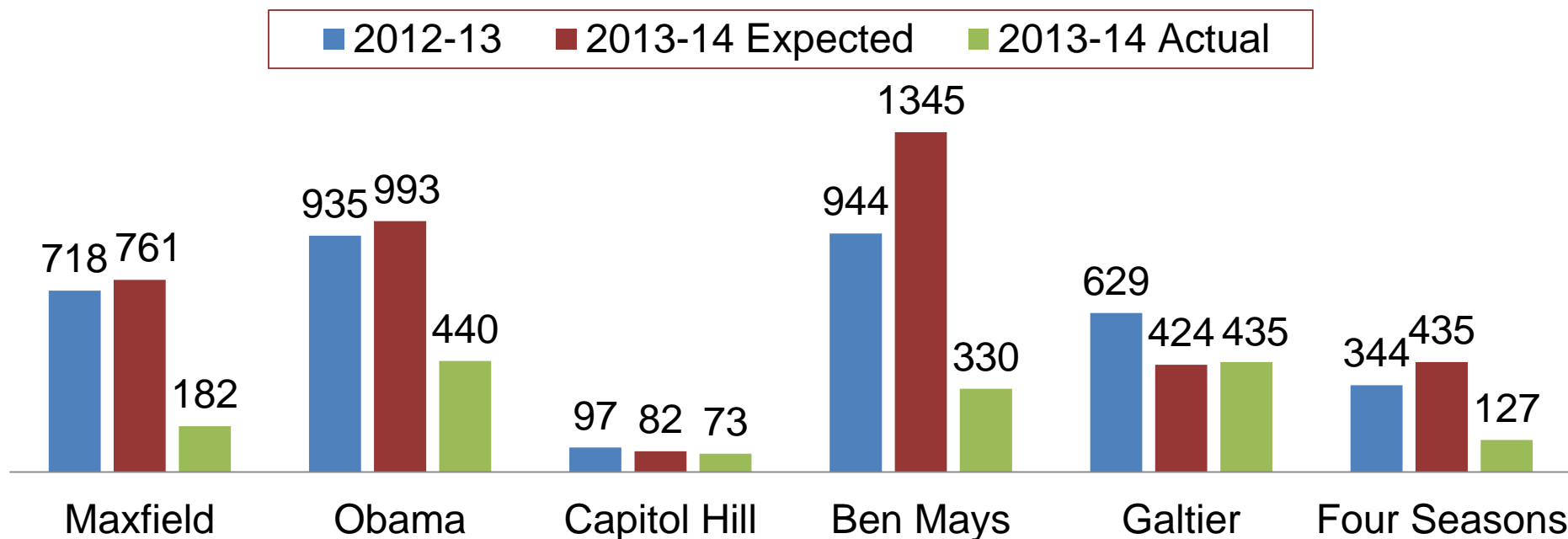


Action Steps

- Simplify the program
- Teach bus community
- Align with district behavior expectations
- Collaborate with contractors and departments
- Raise expectations of drivers
- Effective communication
- Friendly, accessible bus signs
- Updated, translated brochures



Results: Write Ups, by year



Discussion with Elona Street-Stewart



Questions?



If you have a question for the presenters, please type it in the Q&A Pod or email sttac@air.org during the Webinar.

To Access the School Discipline Package

www.ed.gov/school-discipline

The screenshot displays the ED.gov website interface. At the top, the ED.gov logo and "U.S. Department of Education" are visible, along with a search bar and navigation tabs for Funding, Policy, Research, News, and About ED. The main content area is titled "GENERAL School Climate and Discipline". It features a video player with a man speaking, overlaid with text in Spanish: "El Paquete incluye nuevas directrices sobre la obligación legal de todas las escuelas, según la ley federal, de administrar la disciplina estudiantil sin discriminar por motivos de raza, color, u origen nacional." Below the video, a link points to an alternate accessible version of the video. To the right of the video, there are sections for "How Do I Find...?" (listing links like Student loans, Pell grants, etc.), "Popular Searches" (listing Contact, FERPA, etc.), and a list of categories: Teachers, Parents & Families, Preschool-12 Reform, and College Affordability. At the bottom, there is a "GUIDANCE PACKAGE" section with links to a "Dear Colleague letter" and "Guiding Principles" in both English and Spanish. A "Get Connected" section includes links to Facebook, YouTube, Twitter, and Email Updates. A "Related Topics" section at the bottom right lists "Key Policy Letters".

ED.gov U.S. Department of Education

Search

Funding Policy Research News About ED

Policy

- General
 - Legislation
 - Regulations
 - Policy Guidance
- Adult Education
- Civil Rights
- Elementary & Secondary Education
- Grants & Contracts
- Higher Education
- Research & Statistics
- Special Education & Rehabilitative Services
- Vocational Education

- About ED
- Budget & Performance
- News
- Publications
- Teaching Resources

- FAQs
- Contact
- Help
- Jobs at ED
- Online Services
- Recursos en español
- Web Survey

GENERAL
School Climate and Discipline

U.S. Departments of Education and Justice Relea...

El Paquete incluye nuevas directrices sobre la obligación legal de todas las escuelas, según la ley federal, de administrar la disciplina estudiantil sin discriminar por motivos de raza, color, u origen nacional.

Click here for an alternate version of the video with an accessible player.

GUIDANCE PACKAGE

- Dear Colleague letter**
Guidance letter prepared with our partners at the U.S. Department of Justice describing how schools can meet their obligations under federal law to administer student discipline without discriminating on the basis of race, color, or national origin.
[English](#) [PDF, 587] | [En español](#) [PDF, 644K]
- Guiding Principles** [PDF, 1MB] Prólogo de Secretario Arne Duncan [En español](#) [PDF, 314K]
Guidance document which draws from emerging research and best practices to describe three key principles and related action steps that can help guide state- and locally controlled efforts to improve school climate and school discipline.

How Do I Find...?

- Student loans, forgiveness
- Pell grants
- College accreditation
- Grants
- No Child Left Behind
- More

Popular Searches

- Contact
- FERPA
- Race to the Top
- FAFSA
- 1098-E, tax forms

Teachers

Parents & Families

Preschool-12 Reform

College Affordability

Get Connected

- Facebook
- YouTube
- Twitter
- Email Updates

More...

Related Topics

- Key Policy Letters

For More Information

- School Discipline Consensus Report:
<http://csgjusticecenter.org/youth/school-discipline-consensus-report/>
- Discipline Disparities Research to Practice Collaborative:
<http://www.indiana.edu/~atlantic/>

For Assistance



OJJDP State Training and
Technical Assistance Center

Office of Juvenile Justice and Delinquency Prevention's State Training
and Technical Assistance Center (STTAC)

U.S Department of Justice

www.juvenilejustice-tta.org



Supportive School Discipline Communities of Practice (SSDCOP)

U.S. Department of Education

<http://ssdcop.neglected-delinquent.org>



National Center on Safe Supportive Learning Environments (NCSSLE)

U.S. Department of Education

<http://safesupportivelearning.ed.gov>

Reminders

- Register for the next SSD Webinar in July (coming soon):
 - <http://csgjusticecenter.org/youth/school-discipline-consensus-report/>
- Sign up for the monthly SSD E-Digest. The latest issue was released today!
 - <http://ssdcop.neglected-delinquent.org/subscribe-ssdedigest>
- *We need your help!*
 - Please complete the series of polling questions that will now appear on your screen to provide feedback on today's event.